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AUTHOR Hawley, Jana
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ABSTRACT

This learning activity packet is designed to help prepare students to acquire a competency: how to use design concepts in preparation for a career in the fashion industry. The unit consists of the competency, four objectives, suggested learning activities, transparency masters, and a pretest/posttest with answer keys. Activities include a presentation of material covered in the unit to the students in a group, color naming, and designing a woman's outfit. An outline and teaching suggestions are provided. (KC)

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DESIGN CONCEPTS

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TEACHER EDITION

Marketing Education LAP's

CIMC

Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

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Design Concepts

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DESIGN CONCEPTS

Competency: How to use design concepts to gain abilities in the business of fashion.

Objectives:

A. Understand the importance of a knowledge of applied design to those in the business of fashion

B. Understand the principles of color, illusion, texture, line, space, shape, form and pattern

C. Understand clothing styles and how the elements of design affect the styles that we wear

D. Understand terms used in the design of fashion

I. GROUP LEARNING ACTIVITIES FOR OBJECTIVES A, B, C, AND D

The lesson should begin with group presentation of all of the key topics covered in the LAP. Explain that it will be necessary to understand the LIST OF TERMS provided in this LAP. Many of these terms are used in our every-day language about clothing. However, some of the terms will be new to the students. Also, many of the terms are illustrated in the illustrations provided in the student's learning pack. Some additional activities are provided in this teachers guide.

	Transparency Number	Message
A	1	Functional design deals with how something works physically, how it performs. Functioning zippers and buttons close things, belts cinch things, functioning pocket holds things.
	2	Decorative design is for appearance only. It affects neither fit nor performance. We incorporate decoration into a design by use of 1) construction details 2) color, pattern and texture, and 3) decorative trims and fabrics.
	3	People with special needs deserve and require special clothing. This groups want to look and feel attractive as much as the mass market group does. Some of those special groups include: elderly, handicapped, pregnant women, occupations, children and sports enthusiasts. (Discuss examples of clothing for each of these special groups. Are there any other special groups that the students can think of?)

4 Illusions occur when visual images are mistaken for the objects that they represent. Study the illusions in this transparency.

View 1: Which center circle is larger? The central circle appears larger when positioned near the smaller circles, and smaller when positioned near the large circles. Both are the same size.

View 2: Again, the same effect occurs here. The circles are the same size.

View 3: An example of this illusion in dress would be a striped fabric pattern used on a pocket.

5 Texture is the tangible substance that clothing is made from. It appeals to the sense of touch, sound, and sight. Fabrics come in many textures—fuzzy, wooly, slick, ripple, etc. (Distribute fabric swatches that illustrate fabric textures—corduroy, velvet, velveteen, piles, vinyl, chiffon, etc.)

6 Line is a fundamental principle of design because it influences the use of other elements in dress. Straight lines give a feeling of strength, straightness, angularity. Curved lines give a feeling of softness and roundness.

7 Almost all shapes are used in the designs of garments. Many shapes are combined with others to create new and exciting presentations.

8 Pattern is a powerful influence on the designs of apparel. It is an arrangement of lines, spaces, and shapes on or in a fabric. Can you think of other patterns that are common? What about the patterns of the clothes on those in the room?

II. ADDITIONAL LEARNING ACTIVITIES THAT CAN BE SUPPLEMENTED IN CLASS

1. Distribute the color chart to the students. Give them some time to write down 5-10 "color names" that are used for each of the base colors i.e. red/garnet, burgundy, crimson

2. Distribute the silhouette to the students. The objective is to have each student design a garment for a woman who has broad shoulders; a short, thick neck; is long wasted; and wishes to appear dainty and feminine. Use the element of shape to achieve this in decorative design. Make *no* changes in the silhouette of the dress. They are to add:

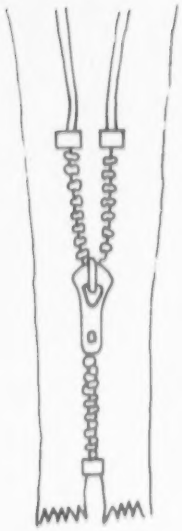
   A neckline treatment
   or
   A collar treatment

   A waistline treatment

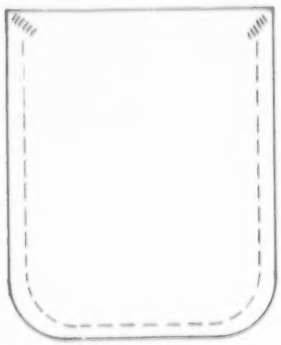
   A hairstyle

Encourage students to add details at hemline and at the cuffs—but do not change the silhouette of the sleeve. Be creative!

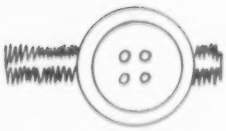
Functional Design Features



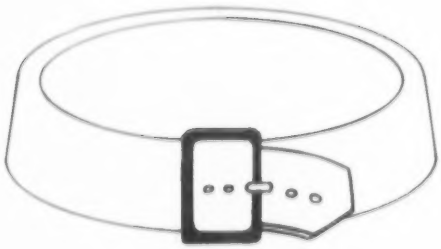
Zippers



Pockets

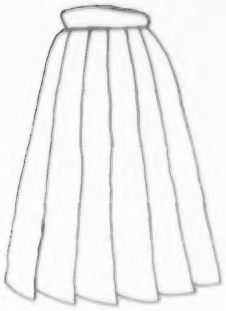


Buttons & Buttonholes

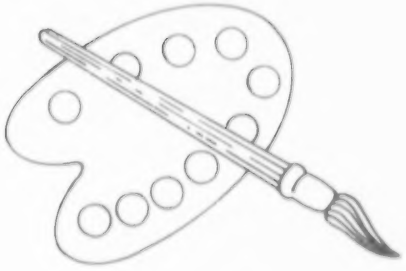


Belts

Decorative Design Features



Construction Details
(pleats, darts, smocking, etc.)



Color, Pattern, Texture

Decorative
Trims or Fabrics

7

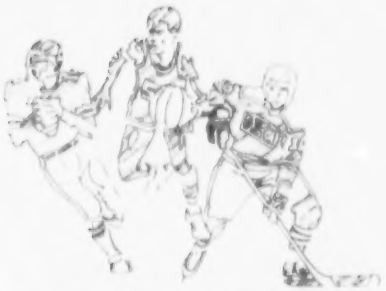
TM 2

Special Needs Categories

- Pregnant Women

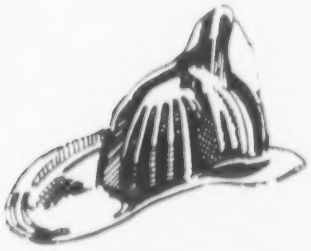
- Handicapped

- Elderly



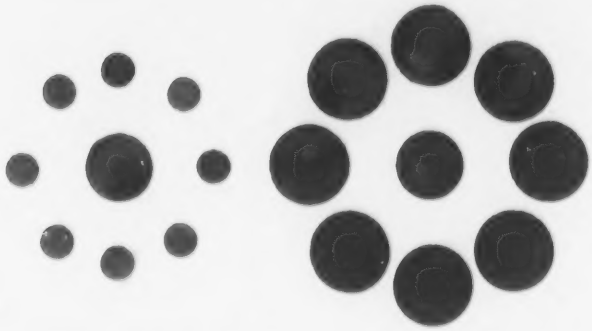
- Sports Enthusiasts

- Children

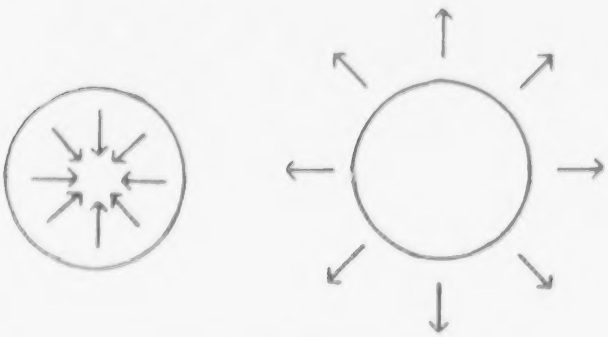


- Occupations

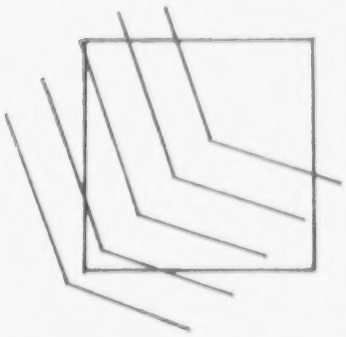
Optical Illusions



Titchener and Lipps circles.



Arrow effects of size.

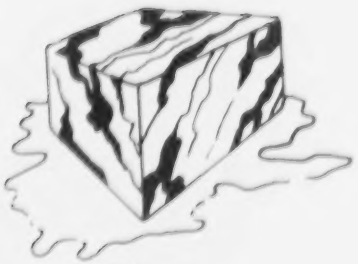


Distorted square.

Texture

Fuzzy

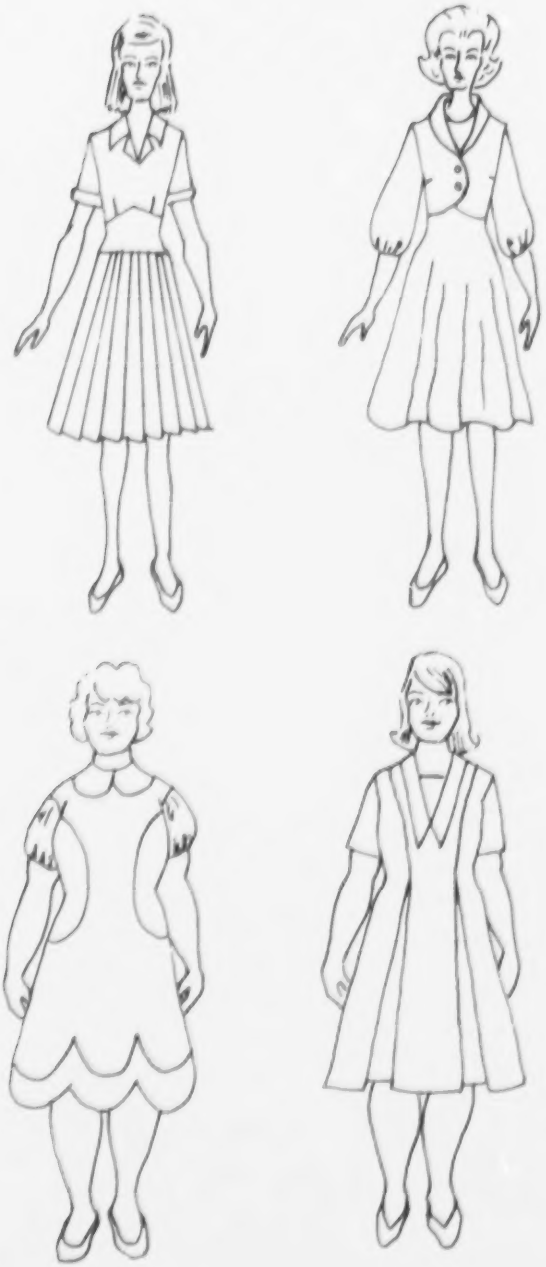
Wooly



Slick

Rippled

Effects of Line on Clothing and Appearance



Clothing Design Uses Geometric Forms

(a) Cube

(b) Sphere

(c) Tube or cylinder

(d) Ring

(e) Cone

(f) Pyramid

(g) Bell or dome

(h) Egg or ovoid

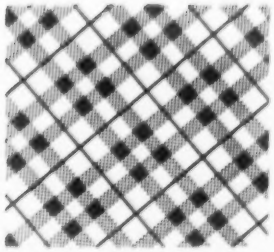
(i) Lantern or barrel

(j) Hourglass

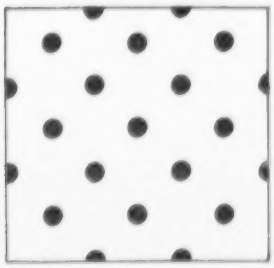
(k) Box

(l) Trumpet

Patterns

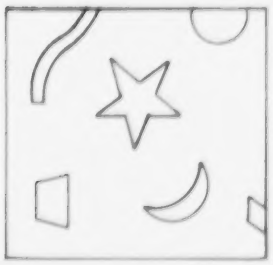


Plaids



Polka dots

Florals



Free form

COLOR NAME CHART

*Complete the chart below with at least 10 descriptive names for each color.

RED	PINK	YELLOW	ORANGE
GREEN	BLUE	VIOLET	BEIGE

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PRETEST KEY
(Before You Begin)

OBJECTIVE A

1. Functional: Zippers, Buttons and Buttonholes, Pockets, Belts Decorative: Color, Pattern, Texture, Construction Detail (Pleats, Darts, Smocking, Etc.), Decorative Trims and Fabrics.

2. Although a creative component or a personal touch is necessary in design, it is important for designers and manufacturers to understand the principles of design in order to meet the functional or aesthetic objectives of the garment. Buyers, merchandisers, and retailers need to understand design elements in order to make decisions that will satisfy the customer and ultimately to realize profits.

OBJECTIVE B

3. Color, Pattern, Texture, Line, Shape, Form, Space, Balance, Illusion

4. Hue is the family of color on the color wheel or location of wavelength in the light spectrum. We most often refer to hue as "color"

5. Navy, Black, Red, White, Beige or Khaki, Ecru

6. An optical illusion is a misinterpreted visual cue

7. Fiber content, yarn structure, and fabric structure

8. Curved

9. Two-dimensional

OBJECTIVE C

10. A seamline that begins at the shoulder or armscye, crosses the bustline, and continues to the hem.

11. A neckline style cut wide on the shoulders, high in front and back, slightly downward curve.

12. A skirt with sections narrower at waist and wider at hem. Used to create fullness by seams rather than darts.

13. Fashion is a short-lived visual folkway or adoption of a style.

14. Fad is a very short lived fashion trend.

15. Silhouette is the outline of an object.

POST TEST

Directions: Identify the best answer for the following questions. Record your responses on a separate sheet of paper.

OBJECTIVE A

1. Which of the following is a functional design feature?

   a. Zippers
   b. Color
   c. Pattern
   d. Texture

2. Identify the best reason for a buyer to understand design principles.

   a. To raise her salary
   b. To gain access to manufacturer's philosophies
   c. To make successful buying decisions
   d. To be able to dress successfully for her job

3. The purpose of decorative design features is to:

   a. Properly execute the purpose of a garment
   b. Create garments that have aesthetic appeal
   c. Create an over-all fabric design
   d. Make clothes that meet those with special needs

4. Which of the following is NOT a *special needs* market?

   a. The elderly market
   b. The sports enthusiasts market
   c. The children's market
   d. The career-woman market

OBJECTIVE B

5. The lightness or darkness of a hue is referred to as:

   a. Intensity
   b. Shade
   c. Value
   d. Hue

6. Which of the following is not considered a basic fashion color?

   a. Black
   b. White
   c. Red
   d. Green

7. The misinterpretation of a visual cue is referred to as:

   a. Optical illusion
   b. Physiological appeal
   c. Opthamology
   d. Eye cues

8. Which of the following senses does texture NOT appeal to?

   a. Sight
   b. Smell
   c. Sound
   d. Feel

9. Straight lines convey a message of:

   a. Femininity
   b. Youth
   c. Strength
   d. Softness

10. Shape and form are:

    a. Interrelated with space
    b. Unnecessary elements of design
    c. Limited to accessories
    d. Not used in apparel design

11. The design element that is concerned with the arrangement of lines, spaces, and shapes is:

    a. Texture
    b. Hue
    c. Balance
    d. Pattern

12. A neckline that is held by a strap around back of neck and is bare in the back and the shoulders is referred to as:

    a. Jewel neckline
    b. Boat neckline
    c. Halter neckline
    d. Cowl neckline

13. A style feature that is a small diamond-shaped insert under the arm of a kimono sleeve is referred to as:

    a. A gusset
    b. A gore
    c. An oxford
    d. A jerkin

14. A pant style that is traditionally used for horseback riding is referred to as:

a. Loafers
b. Jodhpurs
c. Harems
d. Polos

15. A sleeve style that is not set-in and consists of a curved armscye seam from neckline to underarm seam is referred to as:

a. The leg-O-mutton
b. The melon sleeve
c. The raglan sleeve
d. The Shawl sleeve

16. A long coat style that is single or double breasted with a straight cut, inset pockets and notched collar is referred to as:

a. The reefer
b. The pea coat
c. The Chesterfield
d. The Cloche

17. A man's heavy, double-breasted, belted jacket with wide shawl collar and patch pockets is referred to as:

a. A hackysack jacket
b. A salisaw jacket
c. A sailor jacket
d. A mackinaw jacket

18. A shoe-style of medium-low cut, laced up front with a tongue is referred to as:

a. A loafer
b. An oxford
c. A pump
d. A Mary Jane

OBJECTIVE D

19. The outline of a design is referred to as:

a. A fad
b. A toque
c. A fedora
d. A silhouette

20. A very short-lived acceptance of a fashion trend is referred to as:

a. A silhouette
b. A classic
c. A fad
d. A waste

POST TEST KEY

1. a
2. c
3. b
4. d
5. c
6. d
7. a
8. b
9. c
10. a
11. d
12. c
13. a
14. b
15. c
16. c
17. d
18. b
19. d
20. c